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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: (1) a paradigm for the study of communicative style; (2) the rhetoric of conversion in Ohio's abolitionist campaign; (3) a generic approach to the rhetoric of the United States Supreme Court; (4) communication patterns in boundary spanning roles; (5) the neighborhood as a communication environment and the rhetoric of lament; (6) heckling as rhetoric; (7) the rhetoric of controversy within the Lutheran Church--Missouri Synod (LCMS), with particular emphasis on the years 1969 through 1976; (8) rhetorical criticism and humanistic counseling; (9) a rhetorical anaylsis of the United States Senate race between Dale Bumpers and J. William Fulbright; (10) C. S. Lewis's theory of communication; (11) evaluation in rhetorical criticism; (12) the lecture system of the Southern Farmers' Alliance movement in the late nineteenth century; and (13) a review, synthesis, and empirical test of a predictive model of relational competence. (RL)

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Rhetoric, Public Address, and Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1981 (Vol. 42 Nos. 1 through 6)

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Cormany, Clayton Douglas
OHIO'S ABOLITIONIST CAMPAIGN: A STUDY IN THE RHETORIC OF CONVERSION

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THE RHETORIC OF THE UNITED STATES SUPREME COURT: A GENERIC APPROACH

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A PARADIGM FOR THE STUDY OF COMMUNICATIVE STYLE: THEORY, MEASUREMENT, AND A RESEARCH APPLICATION

Order No. 8117216

BRANDT, DAVID RANDALL, PH.D. *Michigan State University*, 1981. 136pp.

The study of communication content and its structure has a counterpart in the investigation of communicative style. Research on communicative style focuses on *how* actors use language and gesture in social contexts; it focuses less on what an individual says, *per se*, and more on how s/he says it.

This thesis attempts to develop a paradigm for the study of communicative style which builds upon the work of scholars and students from psychotherapy, social psychology, linguistics, semiotics, and communication, to name a few disciplines. Research findings, conceptual problems, and methodological problems characteristic of many previous approaches to stylistic inquiry are considered. Subsequently, an attempt is made to develop and demonstrate the scientific utility of an observational framework for stylistic inquiry, particularly as it pertains to communication in face-to-face settings. Meta-methodologically, the importance of seeking a balance between theoretic precision and social intelligibility is stressed. It is argued that, to achieve social generalizability, the framework must take into account the normative and behavioral referents of the members of a social system under study. It is also suggested, however, that the approach must incorporate measurement procedures which satisfy the requirements of objectivization, relativization, empirical verifiability, reliability, and discriminatory sensitivity, in order to be useful for scientific inquiry.

In attempting to develop an observational framework which satisfies the preceding requirements, a series of initial interactions between strangers were videotaped and served as stimuli to be observed and scaled. Observers were given very general definitions of a set of stylistic attributes, and were asked to collaborate and consensually generate a set of empirical referents for each attribute. Once a common conceptual and empirical frame of reference was established, observers underwent initial practice sessions in which they viewed a sample of interactants and made ordinal judgements of each attribute, as they perceived it to be manifested by the various interactants observed. This stage of preparation was followed by a second series of practice sessions in which observers made direct magnitude estimates of displayed levels of each attribute, relative to a numerical standard of 100, which corresponded to the "average level of (a given stylistic attribute) displayed by most persons in an initial interaction with a stranger." Subsequently, the rating of actual stimulus tapes was conducted, and the data obtained from this stage of the research were analyzed to determine reliability, precision, and empirical verifiability.

The results of the initial research indicated that raters' estimates were generally reliable, precise and empirically verifiable. These results paved the way for an application of the observational procedures in a study of the relation between communicative style and perceived interpersonal attractiveness and effectiveness.

The results of the research application indicate that there are at least two distinct communicative styles, one of which is related primarily to perceived social attractiveness and communicative effectiveness, and the other of which is primarily related to perceived task attractiveness.

The final chapter of this thesis provides a discussion and summary of the entire research. Specific sections are devoted to (1) the available evidence pertaining to the scientific utility of the observational framework, (2) the results of the research application, (3) the implications of the findings for future stylistic inquiry, and (4) limitations and reservations concerning this research.

OHIO'S ABOLITIONIST CAMPAIGN: A STUDY IN THE RHETORIC OF CONVERSION

Order No. 8121778

CORMANY, CLAYTON DOUGLAS, PH.D. *The Ohio State University*, 1981. 187pp. Adviser: Professor Goodwin F. Berquist

The purpose of this study is to analyze the abolitionist campaign in Ohio in terms of the rhetoric that was employed to win adherents to that cause. The thesis of the dissertation is stated as two questions to be answered: (a) What was the nature of the rhetorical strategy which Ohio abolitionists followed? (b) Did this strategy result in the winning of any genuine converts to abolitionism?

The second question is prompted by Ernest Bormann's observation in *Forerunners of Black Power* that evangelical abolitionists--those who practiced the rhetoric of conversion--were particularly active in Ohio.

Conclusions.

(1) After 1830, Ohio abolitionists adhered to a rhetorical strategy which can be explained and understood through the concepts identified in Golden, Berquist, and Coleman's model of conversion rhetoric. This model is outlined in their book *The Rhetoric of Western Thought*.

The model essentially revolves around a three stage process. In the first stage, the rhetor attempts to draw attention to a major "exigency" which requires decisive action from the prospective convert. The exigency-marking arguments of Ohio abolitionists fall into two categories. First, there were those which portrayed slavery as a tangible evil because it was unChristian, unAmerican, and inhumane. Second, there were those that portrayed slavery as a danger because it would eventually be extended to whites and would lead the nation into wars of aggression.

In the second stage of the model, the rhetor presents a "gospel" or solution to the exigency which the prospective convert is urged to adopt as his own. For Ohio abolitionists, the solution to the exigency of slavery was the immediate and unconditional elimination of that system. They argued that anyone who worked toward this end would experience a moral and spiritual reawakening. Alternative solutions such as colonization were dismissed as deceitful and inappropriate responses to the slavery issue.

Once the listener accepts the proffered gospel, the rhetor enters the third and final stage. At this point, the emphasis is on teaching the new convert the value system and world view that accompany the gospel. Whereas a single abolitionist rhetor usually carried out the first two stages of the process, this final indoctrination stage was generally left to local antislavery groups. Little is known about the exact content of this indoctrination. Apparently new abolitionists were given some basic lectures on Christian brotherhood and were prepared for a particular responsibility within the local organization.

(2) The rhetorical strategy employed by Ohio's antislavery spokesmen did result in the conversion of numerous people to abolitionism. In the context of this dissertation, conversion refers to a drastic, far-reaching change in an individual's self-concept and belief structure. Thus, to speak of converts to abolitionism is to speak of people who were vigorously opposed to that idea at first. In some cases, these individuals had proslavery sentiments but more often their hostility stemmed from a belief that abolitionism was a wild and irresponsible doctrine. The rhetoric of Ohio's abolitionists, however, induced a complete turnabout in these beliefs. Actually true converts to abolitionism were fewer in number than those who were initially indifferent to the cause or only slightly opposed.

THE RHETORIC OF THE UNITED STATES SUPREME COURT: A GENERIC APPROACH

Order No. 8123485

CORSO, DIANNE MARIE, PH.D. *University of Oregon*, 1981. 266pp. Adviser: Robert P. Friedman

Appellate judicial opinions, particularly those of the United States Supreme Court, comprise a body of influential rhetoric on significant issues that has received only limited attention from public address scholars. Some attempts at detailed rhetorical analysis have been reported; however, most reflect an incomplete or inaccurate analysis of the Court and the role of opinions or are limited to a single aspect of opinions or the speaker-audience relationship and consequently do not constitute comprehensive critical schemes for the evaluation of Supreme Court rhetoric.

This study attempts to establish such a scheme by developing a rhetorical explanation of the nature, significance and relationships between and among the major forms of Court rhetoric, the majority, concurring and dissenting opinions. The primary focus is on the manner in which the Court as rhetor responds to the unique context within which it is called upon to speak. Both context and rhetoric are analyzed through premises drawn from contemporary generic criticism, selected for this purpose due to its concern with the relationship between rhetorical forms and situational demands. Lloyd Bitzer's general notion of the rhetorical situation identifies the variables to be investigated (exigence, audience, constraints); Michael Halloran's analysis of the public proceeding, in which a representative body transacts business in the name of a larger community before an audience drawn from that community, provides initial hypotheses concerning the relationships between the situational variables and the rhetoric produced.

Examination of the rhetorical situation indicates that the Court must respond to two major exigences. First, the Court must perform political and symbolic as well as judicial functions, the demands of which are neither congruent with one another nor internally consistent. Whatever the actual nature of the business to be transacted in a particular instance, it is presented to the Court in the context of a legal controversy; consequently, the form of the proceeding and of Court rhetoric is governed by constraints specific to the judicial role. Second, the Court must conduct proceedings which reflect a representative image of community in terms of the decision making and conflict resolution processes employed as well as the substance of the decisions themselves. It must do so although it is itself a nonrepresentative autocratic body required to operate in a democracy according to procedures and through a technical language unfamiliar to a majority of its constituency. The successful modification of either exigence requires a degree of contact between the Court and its constituency which is difficult to achieve given the fragmentation, diversity and fluidity of the audience and the reliance of its members on mediated forms of the Court's message.

Majority and minority opinions are the major rhetorical forms with which the justices may confront the situational challenges. Majority opinions incur the primary responsibility for transacting the acknowledged judicial business and are severely constrained. Because minority opinions do not state the law, minority writers are permitted greater latitude in such rhetorical matters of topic, language and modes of appeal. This measure of flexibility within a highly constrained situation permits the Court to fulfill more readily the range of role demands placed upon it and to relieve tensions created by conflicting demands, while minimizing the likelihood or magnitude of negative effects upon its judicial image as authority. In conjunction with one another, majority and minority opinions reflect an image of an agreed upon decision making and conflict resolution process which has an inherent capacity to validate the legitimacy of the proceeding. In short, majority and minority opinions may be viewed as elements in an institutional voice which are differently responsive to aspects of the Court's rhetorical situation, yet united in a pattern of discourse that forms an organic whole.

COMMUNICATION PATTERNS IN BOUNDARY SPANNING ROLES

Order No. 8115863

CUNDIFF, BONNIE BELL, PH.D. *Temple University*, 1980. 140pp. Adviser: James A. Taylor

Individuals filling boundary spanning roles in organizations are required to represent their organization to other organizations, give information to their own organization about other organizations, and are physically and psychologically more distant from their own organizations. Previous research indicates that high levels of role conflict result from the requirements of this role. Trust in and loyalty of a spanner are crucial elements in an effective manager-spanner relationship. This dissertation views trust and loyalty as reciprocal concepts offered in turn by the manager and spanner. Communication rules, their creation and enforcement, are viewed as the vehicles by which trust and loyalty issues are assessed. The process by which communication rules are created and changed are placed in the theory of Negotiated Order. A simulated environment, Disarmament, was created. Subjects were randomly assigned roles of either Manager or Boundary Spanner and a confederate served as a third team member. Each team negotiated with another team for the purpose of disarming a nuclear arsenal. Assessments were taken of Trust and Loyalty, Perceptions of Trust and Loyalty, and the degree of affiliation of the Spanner with the Manager, other Spanner, and other Team. A model of the four major variables: Trust, Perceived Trust, Loyalty, and Perceived Loyalty was developed from the results of a Cross-lag Regression Analysis. Four major implications emerged: (1) Perceptions of Trust and Loyalty predict actual amounts of Trust and Loyalty, (2) Perceptions of Managers and Boundary Spanners operate in the same fashion, (3) Enforcement of communication rules brings about change, and (4) Boundary Spanner interaction with external organizations does not necessarily decrease the loyalty extended to the Boundary Spanner's organization.

THE NEIGHBORHOOD AS A COMMUNICATION ENVIRONMENT: THE RHETORIC OF LAMENT

Order No. 8115867

EISENBERG, BARRY ELIOT, PH.D. *Temple University*, 1980. 138pp. Major Adviser: James W. Chesebro

This dissertation sought to identify and describe the dominant symbolic themes of a particular speech community in suburban Philadelphia. Using naturalistic research techniques, five central symbols were revealed: disengagement, powerlessness, the neighborhood as an environment not conducive to intimate interaction, hierarchical inconsistency, and cultural transition.

An analysis, guided by Kenneth Burke's theory of dramatism, suggested that these five themes embody a rhetoric of lament. Recommendations designed to alleviate the tension associated with a rhetoric of lament in the community are based on principles of systems theory. A discussion of lament as a contemporary societal characteristic is also provided.

HECKLING AS RHETORIC

Order No. 8120433

HARRISON, ROBERT DALE, PH.D. *The Pennsylvania State University*, 1981. 205pp. Adviser: Thomas W. Benson

This study was designed to answer the question: Can heckling be rhetorical? With Lloyd Bitzer's conception of the rhetorical situation as a framework, the necessary and sufficient conditions for heckling to be classified as rhetorical were: (1) The heckling occurs within a rhetorical situation. (2) The heckling is communicative. (3) The heckling is accepted by the audience--the audience need not agree with the heckler's position, but the audience must accept the heckling itself as a legitimate communicative act.

Heckling was defined as the activities of one or more persons who interrupt and, potentially, disrupt a public speaker orally or with symbolic displays such as placards. Heckling can be both a group and individual activity in which the heckler interrupts a speaker. Heckling may vary from a form of debate to simple disruption.

Two case studies were presented to see if heckling can be rhetorical. Both cases were drawn from the 1968 American Presidential campaign.

The first case was set in Washington, Pennsylvania. It involved Edmund Muskie, Democratic candidate for Vice-President, and heckler Rick Brody, a Washington and Jefferson College student. Muskie offered Brody a *quid pro quo* so that both could be heard. The heckling developed into a debate, helping to make it both communicative and a legitimate part of the rhetorical situation.

The second case occurred in Spokane, Washington. It involved Spiro Agnew, Republican candidate for Vice-President, and hecklers who had been paid by the local Democratic party for their presence at the rally. The heckling tended to be mechanical and disruptive, thus negating its communicative potential. Moreover, Agnew provided a legitimate communicative act.

The two cases helped to broaden a conception of heckling and to demonstrate that it may or may not be rhetorical.

THE RHETORIC OF CONTROVERSY IN THE LUTHERAN CHURCH--MISSOURI SYNOD WITH PARTICULAR EMPHASIS ON THE YEARS 1969-1976

Order No. 8107837

HAYES, LAURIE ANN SCHULTZ, PH.D. *The University of Wisconsin - Madison*, 1980. 611pp. Supervisor: Professor Frederick W. Haberman

The Lutheran Church--Missouri Synod (LCMS) experienced significant internal controversy between 1969 and 1976. By December 1976, when the immediate intensity of the controversy had subsided, virtually every group in the 3¼ million member international organization had sustained some kind of formal split--every board and commission, every college and seminary, every district and congregation had been involved. Some of the splits were as dramatic as the exodus of practically 90 percent of the students, faculty, and staff of Concordia Seminary, St. Louis, to form Concordia Seminary-In-Exile. Some were as traumatic as a parish pastor's resignation from the ministry. Some were as quiet as a layman's transfer of membership from one congregation to another. The exact magnitude of the impact of the controversy will never be known, but one of its consequences, the formation of the Association of Evangelical Lutheran Churches (AELC) has to been seen as significant in the history of the LCMS and in the history of American Lutheranism.

This dissertation argues that one meaningful way to explain the nature, origin, and future of the controversy that transpired in the LCMS between 1969 and 1976 requires an analysis of the themes and techniques of controversy throughout the synod's history.

More specifically, this dissertation advances (and supports) five major propositions: (1) That controversy is nothing new for the LCMS. (The synod's history from 1810 to 1969 is punctuated into a chronological series of six overlapping episodes to demonstrate that controversy has been a fact of the life of the synod.) (2) That there is a recurring similarity among the controversies experienced by the LCMS. (The history of controversy in the synod is collated to identify the synod's rhetorical tradition for controversy--the similarities among the issues, participants, origins, timing, and procedures of LCMS controversy are outlined.) (3) That the LCMS legacy of controversy carries with it a significant divisive potential. (The argumentative implications of the synod's rhetorical tradition are investigated to illustrate the synod's propensity for interpersonal conflict and ideological disjunction.) (4) That participants in the recent LCMS controversy willfully competed for "the right to be the church" by trying to link themselves in content and style with "the church as it has been." (The events of the controversy that transpired between 1969 and 1973 are reported and analyzed to show how and why this phase of controversy was a developing competition that spiralled and escalated around the question "Who has the right to be the church?") (5) That reliance by the participants on LCMS tradition accentuated and activated the divisive potential of that legacy. (The events of the controversy that transpired between 1973 and 1976 are reported and analyzed as a series of five chronological episodes to indicate how the growing presence of synodical disintegration was also accompanied by the continuing presence of synodical tradition.)

This dissertation concludes by offering some generalizations about the recent LCMS controversy that arise from an analysis of the preceding propositions and by speculating on some implications for the LCMS in particular and for the study of controversy in general.

Included as an appendix are the transcripts of speeches by J. A. O. Preus, on February 3, 1974, and by John Tietjen, on March 10, 1974. These remarks by the LCMS President and by the President of Concordia Seminary were delivered to the same congregation within weeks of each other and within weeks of the exodus from Concordia Seminary. They are included because no other congregation in the LCMS had such a striking opportunity and because the transcripts are not available elsewhere.

RHETORICAL CRITICISM AND HUMANISTIC COUNSELING. (VOLUMES I AND II)

Order No. 8115113

HUGENBERG, LAWRENCE WILLIAM, SR., PH.D. *The Ohio State University*, 1981. 608pp. Adviser: John J. Makay

For the past several decades rhetorical critics have limited their efforts to examinations of public speeches, public orators, and public rhetorical situations. Contemporary rhetorical scholars have interpreted Aristotle's theory of rhetoric to be applicable only to public discourse. After careful reexamination, classical rhetorical theory does not, in itself, limit the data available to the rhetorical critic to public discourse. The principles of rhetoric, as outlined by Aristotle, are not in themselves limited to public address. Much persuasive discourse and influence exerted on others is performed in the interpersonal or private rhetorical situation.

One of the most goal-oriented persuasive interpersonal situations is the counseling, or therapeutic, situation. The theories and writings of counseling theorists have been largely ignored by rhetorical scholars. These writings are abundant with information regarding *how people communicate with one another*. Similarities seem to exist between theories of counseling and theories of rhetoric.

A major source of data in this research is the counseling theories of Albert Ellis, Frederick (Fritz) Perls, and Carl Rogers. Another source of data has been the interpersonal helping theories of Robert Carkhuff and Gerard Egan. Each theorist has a similar view of the helping process; and this helping process is the center around which each of these humanistic counseling theories revolves. The core of any counseling or helping theory is the concern for the client. In each theory of counseling or human relations, the statements made by each theorist are indicative of "how" a counselor ought to communicate in a helpful manner with the client.

Another major source of data is the transcriptions of demonstration or "model" dialogues prepared for training counselors and helpers by Carl Rogers, Robert Carkhuff, Frederick (Fritz) Perls, and Albert Ellis. These transcriptions are from either tapes or textbooks prepared by these individuals. The rhetorical strategies used by the counselor are examined as they appear to operate in these counseling rhetorical situations.

After each of these analyses contributions are made to a critical model for the analysis of counseling rhetorical situations; conclusions regarding theoretical assertions on how a counselor/therapist ought to communicate are drawn. The applicability of counseling theory to serve as a basis for critical rhetorical analysis is examined and explained. The claims drawn from the investigation of counseling theory and dialogues are merged with the standards of rhetorical criticism to develop a critical model for counseling rhetoric.

The final section of the research is an application of the critical model to an actual transaction between a client and a counselor.

Contemporary scholars in rhetoric have attempted to demonstrate, at an abstract, theoretical level, the deficiencies in the "state of the art" of rhetorical criticism. The communication strategies employed by counselors in counseling rhetorical situations are persuasive, whether directive or non-directive in philosophical orientation. The nature of rhetoric and the history of rhetorical criticism necessitates the inclusion of *all* forms of rhetorical discourse for potential analysis. The transactions between

counselor and client are rhetorical and broaden the scope of rhetorical theory and increase the data base for the rhetorical critic.

In examining private rhetorical situations, scholars gain additional information about the process of rhetorical communication not traditionally available in the analysis of public speeches or public orators. The criticism of counseling rhetoric is grounded in the theoretical mainstream of the rhetorical communication discipline. As a result of this expansionist view of the critical act, rhetorical analysis on a variety of rhetorical situations, whether they be in a small group or interpersonal in nature, need to be performed.

In this analysis, the processes of rhetoric, persuasion, and goal-setting, traditionally limited to public rhetoric, are made evident in the private rhetorical situation through an analysis of counseling.

THE BUMPERS-FULBRIGHT SENATE RACE: A RHETORICAL ANALYSIS

Order No. 8127614

JOHNSON, WILLIE STEPHEN, PH.D. *University of Illinois at Urbana-Champaign*, 1981. 263pp.

In May of 1974 Senator J. William Fulbright of Arkansas was defeated by Governor Dale Bumpers in his bid to gain reelection to the United States Senate. Thus ended Fulbright's thirty year career in the Senate.

The nature of these two candidates in this election focused voter attention on the images of the two men. Bumpers and Fulbright drew their support from the same moderate bloc of Arkansas voters thus nullifying group cleavages and ideological orientation as factors in the voting decision. On major domestic issues the candidates had few differences and this failed to offer much contrast for voters. With these areas offering little to distinguish the candidates, the way in which the voters perceived the candidates' competence and personal characteristics became the crucial variable in deciding who was elected.

With candidate image so significant in the election outcome, the candidates' personal rhetoric--oral discourse and the nonverbal communication associated with it--gained added importance in the campaign. Furthermore, the strategy of the two campaigns was such that it stressed the personal rhetoric of each man in appealing to the voters.

This study provides a detailed analysis and evaluation of the content and form of the personal rhetoric of the candidates within the framework of each individual's campaign strategy. The analysis is primarily based on audio recordings of four speeches, seven news interview shows and three commercial broadcasts supplemented by newspaper reports. The basic means of evaluation is to assess the consonance between each candidate's strategic requirements for personal rhetoric and the actual execution of that strategy in the campaign discourse. Three chapters thus focus on the content, verbal style and nonverbal communication of the candidates' discourse.

In the content of the candidates' rhetoric Dale Bumpers clearly bested J. William Fulbright. bumpers was able to establish his basic theme and avoid most of Fulbright's attempts to involve the Governor in controversial issues. The Senator was unable to effectively seize the initiative and thus failed to redefine the campaign setting to his advantage. Essentially Bumpers moved through the campaign relying on his popularity and avoiding thorny questions which might have raised doubts about his experience and ability.

In verbal style neither candidate proved to be especially skillful. Both men used somewhat simple language but employed relatively few words with concrete referents. Governor Bumpers was slightly better in his execution primarily because Senator Fulbright's strategy demanded that he be considerably more specific than his opponent.

Nonverbal communication provided the clearest contrast between the two candidates as Bumpers consistently projected a warm, friendly image tempered with moderate amounts of nonverbal power. Fulbright, on the other hand, conveyed primarily power, or high status, nonverbally and thus did not provide the necessary warmth or friendliness his image required.

The overall impact of personal rhetoric in the Arkansas election was clearly in favor of the victor, Dale Bumpers. It thus appears that the personal rhetoric of the candidates was one of the major factors in the election.

C. S. LEWIS' THEORY OF COMMUNICATION

LINDVALL, TERRENCE ROY, PH.D. *University of Southern California*, 1981. Chairman: Professor Walter R. Fisher

C. S. Lewis (1898-1963) is recognized as one of the most popular, persuasive advocates of Christianity in the twentieth century. Not only an effective speaker, writer, and teacher, he was also a keen observer of language and communication. The purpose of this study was to extrapolate a theory of communication from the printed speeches, sermons, lectures, essays, letters, and books of C. S. Lewis. From these works, a theory of communication was uncovered that is essentially dialogic, a view of human interaction that stresses nonmanipulation, reason, and ethics.

Prior to clarifying Lewis' conceptualization of communication, an investigation into his philosophical presuppositions was necessary. His views of God, human beings, reality, and epistemology provided a foundation on which his principles of communication were based. His belief that God and Supernature can only be known through personal participation in an objective reality locates him in a Christian phenomenology. In such a philosophical framework, supernatural truths are present in the phenomenal world in an incognito form and are revealed through direct encounters with others and things.

The basic concepts of Lewis' theory of communication were: (1) Communication should be conceived as a dialogue. The art of a writer or speaker is "potentially communicative", becoming completed in an encounter with an audience. The goal of this meeting is understanding of intended meanings. (2) Communication should be clear, interesting, and grounded in reasons and ethics. (3) The role of communicators should be to translate or adapt "truths" into the language of particular audiences. (4) Communication necessarily involves a phenomenological hermeneutic. Only by entering into an encounter with an other, and receiving or discovering the other, can one practice the art of interpretation as Lewis conceived it. Furthermore, one must encounter others and the world through an attentive and humble receptivity. This posture facilitates self-transcendence, as the audience as self is augmented and transformed by humbly experiencing others rather than by using or manipulating them. (5) Communication is carried foward mainly by language, the only reliable medium for distinguishing the sensible and insensible. Ordinary language can become either more poetic and concrete or more scientific and quantitative. Religious language is no different from all other language. Language conveys meaning symbolically or metaphorically. The mythic or symbolic uses of language reflect a mode of thought and possess an epistemic power, while the metaphorical or allegorical uses of language lead to a model of expression. Parabolic communication, which is Lewis' principal mode of speaking and writing, is the art of engaging an audience through picture-making. It awakens audiences by vividly showing truth and urging decision. (6) Communication is inherently sermonic. For Lewis all statements are grounded in Practical Reason, an objective moral standard perceived by the *intellectus*.

Lewis enacted these communication principles in discursive apologetics and imaginative fiction. In both he sought to overcome the skepticism and complacency of audiences. He believed the fictional form to be more persuasive than the discursive, functioning as latent Christian and moral apologetics. Lewis maintained that humanity would be dehumanized and abolished if its communication were not truly humane, reasonable, and noble. Lewis' theory contributes fresh perspectives on intentionality and meaning, participant and observer perspectives in an epistemology of *savoir* and *connaitre*, the nature of satire and fear tactics in dialogic communication, the inculcation of just sentiment for moral communication education, and models for effective and inspiring religious discourse.

EVALUATION IN RHETORICAL CRITICISM: ITS NATURE AND FUNCTION, WITH AN APPLICATION

Order No. 8115912

SCHREIER, HOWARD N., PH.D. *Temple University*, 1980. 132pp. Major Adviser: Frederic Trautmann

The purpose of this study was to show that rhetorical criticism that de-emphasizes or ignores evaluation violates a basic premise of critical practice--that criticism is the act of making judgments.

In order to show that evaluation is necessary, appropriate, and desirable in rhetorical criticism, an examination of critical theory from antiquity to the present was made. It was shown that rhetorical criticism should be thought of as the knowledgeable formulation and expression of pronouncements upon the use of symbols, verbal and nonverbal, to influence human thoughts and/or actions in order to increase the

understanding of the human condition and to raise the standards of artistry.

The grounds upon which rhetoric should be evaluated were revealed. A justification for applying criteria of effects, ethics, artistry, and social value was offered.

A critique of the social satire rhetoric of Lenny Bruce illustrated the possibility of applying the four evaluative criteria. Evaluation revealed the quality, worth, soundness, and desirability of Bruce's discourse, a revelation impossible in so-called "non-evaluative" criticism.

AGRARIAN CHAUTAUQUA: THE LECTURE SYSTEM OF THE SOUTHERN FARMERS' ALLIANCE MOVEMENT

Order No. 8112562

SELF, LOIS SCOGGINS, PH.D. *The University of Wisconsin - Madison*, 1981. 322pp. Supervisor: Associate Professor Stephen Edwin Lucas

Between 1886 and 1892 when its successor, the Populist Party, was born, the Southern Farmers' Alliance movement swept through the South garnering more members than any other social movement of the nineteenth century, educating farmers in principles of cooperation and "political economy," and mobilizing them in support of a program designed to relieve their terrible economic plight. These accomplishments were chiefly the work of the Alliance "lecture system"--a term used by the organization to refer to all its educational resources and promotional activities. At the center of the system stood a hierarchy of elected local, county, district, state, and national lecturers numbering, at the movement's peak, approximately 40,000 publicists. The system also included a strong Alliance press which provided inventional support, cohesion, and a written forum for the arguments and information central to the lecturers' message. In addition to recruitment and education, the lecture system also functioned both as the internal communications network of the movement and the "public face" of the Alliance in the larger society.

This complex lecture system and, for that matter, the movement as a whole, have received relatively cursory attention compared to the Alliance's illustrious progeny, the Populist Party. Critics and historians of American public address, for example, heretofore have examined neither the vast amount of rhetoric generated by the Alliance nor the system which produced it. Consequently, numerous questionable and contradictory generalizations about these agrarian protesters, their ideology, and their style have emerged. Too often Alliance rhetors have been the victims of the fallacy of guilt by association by being stereotyped with later Populist "calamity howlers."

This study seeks to remedy such deficiencies and injustices by recovering and analyzing significant examples of the rhetoric of the Alliance lecture system in North Carolina where the movement was especially strong and where available Alliance newspapers, organizational records, and personal archives of Alliance leaders make it possible to reconstruct a clear image of the lecture system and its functions. Specific units of discourse chosen for critical commentary illustrate the nature of Alliance rhetoric and significant phases in the evolution of Alliance thought.

Chapter one analyzes the rhetorical situation to which the North Carolina agrarian movement responded. Two describes the prior development in the state of rhetorical roots and structural forms built upon by the Texas Alliance missionaries who arrived in North Carolina in 1887. Three sketches the origins of the lecture system in Texas and the major themes exported by the Texas Alliance. Four focuses on the development of the national lecture system and Alliance program. Five analyzes the efforts of the North Carolina lecture system to build a strong middle-class coalition to implement the Alliance program. Six explores the evolution of Alliance lessons in "political economy" and the impact on Alliance rhetoric of two major cooperative campaigns conducted by the North Carolina lecture system. Seven assesses the culmination of the Alliance argument for "political but non-partisan" collective action in the Tar Heel lecture system's battle for the sub-treasury bill, the movement's most significant reform proposal. In examining a major body of public address which defined and propelled a significant historical movement, the study also offers some insights about the instrumentality and limitations of rhetoric as a mode of social influence.

RELATIONALLY COMPETENT COMMUNICATION: A REVIEW, SYNTHESIS, AND EMPIRICAL TEST OF A PREDICTIVE MODEL

SPITZBERG, BRIAN HOWARD, PH.D. *University of Southern California*, 1981. Chairman: Professor Kenneth K. Sereno

A model of relational competence was developed after an extensive review of the literature. Relational competence was construed as consisting of each individual's motivation to interact competently, knowledge of effective and appropriate behaviors, and skill in enacting such motivations and knowledge. If both participants are additively competent, then certain outcomes are likely to result, including perceived confirmation, perceptions of conversational appropriateness and effectiveness, and communication satisfaction. The model was operationalized through the measures of communication involvement, interpersonal communication apprehension (*motivation*), self-monitoring (*knowledge*), attentiveness, self-rated competence, and rating of alter-competence (*skill*). A total of 492 participants interacted in dyads in either a task or acquaintance condition. Prior to and following the interaction, subjects responded to several instruments operationalizing the variables identified above. A total of 244 subjects completed all measures within dyads.

Multiple regression analysis revealed that 64% of self communication satisfaction, 68% of perceived confirmation, and 42% of conversational appropriateness and effectiveness was explained by self competence variables. Also, 45% of alter's communication satisfaction and perceived confirmation, and 31% of alter's perception of conversational appropriateness and effectiveness was explained by the competence components when including an additive dyadic skill measure. Canonical correlation results corroborate the findings of the regression analysis, with between 76 and 79% of the variance shared between sets of variates produced by relating the sets of competence components and outcomes. All of the analyses indicate that the measures of motivation and knowledge did not contribute significant amounts of variance to the model. Thus, although the self-rated competence and rating of alter-competence measures appear to have strong predictive potential, the overall model of relational competence appears to require conceptual and empirical refinement. Implications of the findings are centered on the need to develop contextual measures of knowledge and motivation.

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